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Poetry.

For the District School Journal of Education.

NOTES TAKEN IN A RAIL ROAD CAR.

Human invention to what is it brought,
Moving along at the speed of thought ;
Swinging and tossing and whirling away,
Stopping not, heeding not, never to stay ;
Children of poverty, minions of pelf :
Sure 'tis a little world all in itself.
Look from the window pane : strange to tell, why
Mountains and tree tops are blending with sky :
Wheat fields and shrubbery lost in the chase :
Fences and farm houses running a race :
Never a look at the landscape to win
Seek we the quiet composure within.
Closely ensconced in a snug little nook,
Here is a gentleman reading a book,
Here is another with moments to waste,
Reading the lines on the paneling traced ;
Purport not suiting, they seem to provoke,
Gentlemen entering please not to smoke."
Then, with an idle air, taking a seat,
Sits on the cushion and crosses his feet :
Not on the floor, but the seat next beside,
Every position of comfort is tried ;
Then with a newspaper over his nose,
Hat on his eyebrows he sinks to repose.
Just at the right is an elderly man
Trying to please all the world if he can ;
Tells of the pork market out in the West :
Says that the farm houses there are the best :
Tells of his daughters, what cheese they can make :
Doughnuts, and butter, and biscuits, and cake.
Says that he knows that he's burley and fat,
Plenty of money and don't care for that ;
Wants a companion to lighten his care,
That is, a lady his money to share ;
Causing the lady who next to him sits
Quite a succession of tremulous fits.

Crowded quite up to the end of the seat,
Says that she wishes the journey complete ;
Drawing her bonnet as far on her face
As 'twill come : you know they won't keep their place,
She doubles her veil into three ; thus immured,
Thinks from impertinence safely secured :
The window is open the wind is coming in,
Flies from the bonnet for lack of a pin ;
Then the old gentleman touching his hat,
Picks up the veil and commences a chat ;
Surely 'tis something they understand best,
Thus we will leave them, to look at the rest.
Here, an old dame in a very sad plight,
Exclaims, "are you sure that the baggage is right ?"
Two feather pillows, a band-box, a chair,
"Aint we upsettin', I know we are ! there ;"
"Give me the hartshorn, I'm dead ! there we go :
Save me : my life aint insured, bless me ! oh ;"
Under a bridge, rolling on dark as night,
Now the old lady exclaims in a fright,
"There, we're aground, I was sure 'twould be so."
Then with a toss and a whirl, and a dash,
The sunlight breaks in and the bright waters flash ;
A whistle—a cry, but from whence no one knows :
Sure 'tis a baby : who'd ever suppose !
A very stout baby, perhaps a year old,
With very blue eyes and locks bright as gold ;
And making his way from the folds of a shawl,
Gives oral display of his powers in a squall,
Then gazing in wonderment, seems to implore
In reason, why wasn't I awakened before.
Then giving a pull at a gentleman's hair,
Who, very polite, to object did not dare ;
A second attempt at his whiskers, and now
A roguish expression, as if to think how
To capture his collar so shiny and bright :
His motive is plain to the gentleman's sight ;
Imagines his collar a very fine botch,
In desperate etiquette takes out his watch ;
The baby replies to the compliment well,
But what is the language we cannot now tell ;
We once spoke it perfectly, but now cannot,
And how to translate it we've long since forgot.
One grasp at the watch and 'tis his : sure 'twill fall !
No, up to his mouth with the seals, chain and all,
Then eyeing it side ways, a laugh and a stammer :
Conceives it will make him an excellent hammer :

Goes strait to the word—his mamma interposes—
 "There sweetly, we'll buy him nice candies and posies:
 Give mamma the watch, there that's a dear child:"
 Lifts the watch to his head in a merriment wild,
 Seems to say, as he lists to the sweet ticking chime,
 Then take it, I don't care a toss for the time;
 And raising it higher he gives it a fling:
 Oh fortunate: happy it hangs by the string.
 The gentleman, in a quandary complete,
 Is taking his hat and removing his seat,
 Hears his tormenter's wild, boisterous glee:
 Thanks fortune he's single and ever shall be.
 There the old lady is striving to knit:
 Drops all the stitches—exclaims in a fit,
 That child's got my yarn: oh get it quick, twill unravel;
 Such awful adventures on railroads to travel;
 O goody, the baby will swallow the ball—
 No winter stockings, no comfort—that's all.
 Then a loud crash and a whistle of dread,
 Swift comes the carpet bag down on her head;
 "There go my caps and my kerchief to smash;"
 Strives to replace it and down comes the sash—
 What a confusion, the bell rings—no rest:
 "Carriage ma'm? this is the train for the West."
 "Journal, Reporter, Express, all the news,
 Here they go, gentlemen, by what you choose."
 Peanuts, fresh buns, here they go, warm and nice,
 Three cents a piece, can't object to the price.
 Children of poverty, minions of pelf,
 Sure 'tis a little world all in itself.

MARGARET MORGAN.

The following lines, by our gifted friend S. A. S., of
 "Willow Brook," will be read with pleasure by all.
 We owe her an apology for neglecting, in our last
 number, to give her credit for those beautiful lines—
 "Night Music at Willow Brook," which, like all the
 effusions of her pen, were, as they ever will be, wel-
 come.

For the District School Journal of Education.

WHEREFORE SHOULD I SING.

ADDRESSED TO A FRIEND.

Will ever soul of life weary,
 Turn it to a song of mine,
 As starbeam in the midnight dreary,
 O'er the darkness deep to shine?
 No light, no love, its tones could bring:
 Then *wherefore* would'st thou have me sing?

Will any ear with rapture listen
 When I slumber with the dead?
 Will any eye with tear drops glisten
 When a song of mine is read?
 This were for me too blest a thing:
 Then *wherefore*—*wherefore* should I sing?

When in some seathed, afflicted bosom
 Life is yielding to despair;

At song of mine would joy's sweet blossom
 Come and bloom, unfading, there:
 It's fragrance breathing flowery spring:
 Then would I *live* and *die* to sing.

Or, could I soothe some noble spirit
 Battling with the storms of life,
 I'd sing of hope in gentle numbers:
 Love and hope amid the strife,
 And ask no sweeter, happier thing:
 It were the *bliss of Heaven* to sing.

Thou bid'st me sing, though painful throbbings
 Fevered, burn my aching brow;
 Then bid'st me sing to win a chaplet,
 Fadeless, from the laurel bough;
 No cooling dews its bloom could bring;
 Then *wherefore* would'st thou have me sing?

If but my heart, by song impassioned,
 Loved me better for the strain,
 My soul should from its deep emotions,
 O'er the trembling chords again—
 Then joy would burst from every string;
 "Oh! how divinely could I sing!"

POWLING, Nov. 6, 1851.

S. A. S.

EXAMINATION.—A school mistress presented herself
 before the superintending school committee of one
 of our country towns, for the purpose of being exam-
 ined in the branches of education necessary to teach
 the young idea to shoot; when the following dialogue
 took place:

Gents, I have come to get my certificate of my
 qualification to keep school in this town.

Mr. Well, I have a few questions to ask; (with
 dignity.)

How old are you?

Eighteen, sir.

Mr. How much do you weigh?

One hundred and fifty.

Mr. How many cows does your father keep?

Nine, sir.

Mr. Ain't you a cousin to Harriet Felton?

I am not acquainted with her.

Mr. Think you can lick Sam Jones's Bill? he's an
 awful bad boy.

Yes, sir, I think I can if it is necessary.

Mr. Well, I guess you'll pass, and if you have any
 trouble in flogging Bill Jones, send for me.—*anon.*

RIGHTS OF SCHOOLMASTERS IN CORRECTING PUPILS.—
 In the Supreme Judicial Court now holding at Cam-
 bridge, the case of Commonwealth vs. Kimball, a
 school teacher in Framingham, for assault on a pupil,
 come up on exceptions to the instructions given the
 jury in the lower Court, as to the right of a teacher
 to punish a scholar corporeally. Chief Justice Shaw
 settled the instructions to have been correct. They
 were as follows:

"That if the defendant inflicted blows to enforce
 discipline, the presumption was that he did it in the
 due and proper execution of his duty, that he was
 put in the place of the parent, and he might inflict
 moderate and responsible punishment for any viola-
 tion of a rule of the school, and if the pupil had
 violated a rule, and if for this the defendant had in-
 flicted punishment according to his own judgment,

and it was not excessive and unreasonable, he would not be liable; but if, on the contrary, they should be satisfied that the punishment inflicted was unreasonable and excessive, and the pupil was thereby injured, the defendant would be liable, although the injury so sustained was not a lasting one."

UNIVERSITY OF ALBANY.

Scientific Department.

The Trustees of the University announce the following courses of lectures for the ensuing winter:

A full course on the General Applications of Science to Agriculture, by Prof. John P. Norton, of the University.

A full course on Geology, with its Applications to Agriculture, by Prof. James Hall, of the University.

A partial course on Astronomy, by Prof. O. M. Mitchell, of the University.

A partial course on Entomology, in its Relations to Agriculture, by Dr. Henry Goadby, formerly of the Royal College of Surgeons, London,

A partial course on Elementary Chemistry, by Prof. Geo. H. Cook Principal of the Albany Academy.

Instruction in Applied Mathematics, particularly in connection with Civil Engineering and Astronomy, will be given to such as desire it, by Prof. Geo. R. Perkins, Principal of the State Normal School.

In making the foregoing announcement, it may be proper to state in a few words, the magnitude of the objects embraced in the enterprise which now engages the attention of the Trustees.

It is not intended to limit our action to the organization of an institution which shall only offer facilities for the acquisition of knowledge such as are at present afforded by the Colleges and other educational institutions of our country; indeed our aims are so widely different, that we do not anticipate any interference with existing institutions, but purpose to take the pupils at the point where they are now left, and to furnish such means for professional and profound research, in all the departments of human knowledge, as do not at present exist in the new world, and must be sought in the Universities of Europe. Should we accomplish the high objects herein set forth, our countrymen will then be furnished with the opportunity of becoming eminently proficient in all those departments of science, whose recent applications to agriculture, commerce, and the arts, have wrought such astonishing changes among the civilized nations of the world.

These comprehensive views, have not, in all their magnitude, originated with the Trustees. Contemporaneously with the concep-

tion of the idea of erecting a University in Albany, it was ascertained that the same subject was occupying the earnest attention of many of the most distinguished scientific men in the United States. A partial interchange of views between these gentlemen and the Trustees of the Albany University has been had, and while all agree that the time has arrived, when this great and powerful nation imperiously demands the organization of such a University as we have adverted to, all are equally positive that for a long period it will be quite impossible to sustain more than one such institution on this continent.

To secure the location of such a University within the limits of our state, is certainly an object worthy of the highest effort, and while we leave the details of organization to the future action of those to whom it legitimately belongs, we may venture to present the two most prominent features which distinguish the contemplated plan.

First—It is proposed to base the University on the present system of public instruction in our state.

Second—To combine with state patronage the important element of self-support. If such an institution were already organized, embracing among its Professors, the highest talent and ripest scholars of our country, it would present to the state just such courses of instruction as are now demanded, for the accomplishment of the highest objects designed to be reached in the education of her most promising pupils.

The Trustees have therefore ventured to hope, that a triple harmonious action, on the part of the state, the scientific men, and themselves, may ensure the speedy accomplishment of this most important undertaking.

As an earnest of our own determination to perform our part, we may be permitted to state that we have already secured the funds requisite to erect and furnish an astronomical observatory, and to carry forward during the coming winter, the courses of lectures already specified, under the auspices of the proposed University. This is our commencement:—arrangements are already in progress for an increase of advantages for another year, and it is our hope that each recurring season may witness the nearer approach to the complete realization of our most enlarged and comprehensive plans.

The facilities for the prosecution of branches of science connected with agriculture, although not yet perfected, will be far greater than have ever before been offered in this country. The Courses to be given are intended to be intelligible to every practical farmer and at the same time to point out the leading

and the special advantages of scientific applications. To accomplish this end the lectures will be fully illustrated by experiments, diagrams, numerical tables and specimens, while the use of scientific terms will be confined to such as are absolutely necessary to the comprehension of the various subjects presented. Conversational recitations will also be held in connection with the lectures, so that all who wish may have opportunities for seeking the explanation of every difficulty.

The general course on Scientific and Practical Agriculture, will be delivered by Prof. John P. Norton of Yale College, and of the University.

This course will give a complete outline of the best system of modern agriculture, and of the advantages to be derived from special scientific applications in our own practice.—

The arrangement of subjects will be as follows:

Division of matter into two great classes.

Organic and Inorganic.

Organic bodies : Carbon, oxygen, nitrogen, and hydrogen. The compounds of these and the forms in which they enter plants ; carbonic acid, humic and ulmic acids, ammonia, nitric acid, &c. The way in which plants obtain their food, including an account of the atmosphere and water. The structure of the plant and the functions of its different parts. The substances of which these consist. The phenomena of germination, nutrition, and growth of plants. The inorganic or mineral constituents of plants. Sulphur, iodine, chlorine, phosphorus, potash, soda, lime, magnesia, alumina, silica, iron, manganese.— Proportions of these and conclusions as to the rotation of crops.

Composition of ash in different plants.

The soil, its nature and formation. Composition of the principal rocks, and of the soils derived from them ; whole number of inorganic substances in the soil.

Mechanical improvement of soils. Draining, subsoiling, and trenching. Special manures, lime, potash, soda, phosphates, gypsum, guano, bones, animal flesh, hair and wool.—

Barn-yard manures, their composition and the best modes of preserving them.

Of mineral manures generally ; and artificial manures.

Products of the soil. Culture and composition of wheat, oats, rye, barley, Indian corn, rice, peas, beans, turnips, potatoes, tobacco, sugar cane, cotton, &c.

Composition of milk, butter and cheese, and the best modes of making the two latter.

Theories of respiration, of feeding and fattening of animals.

In conclusion, there will be a recapitulation of all the leading points.

The chemical substances mentioned will be shown to the class, and their nature illustrated by experiments.

The course on Geology and Palaeontology, will be given by Prof. James Hall, of the New-York Geological Survey, and of the University of Albany.

This course of lectures will be given with especial reference to its applications in agriculture, in civil engineering, the mechanic arts, and to mining. The subject will be treated in the following manner :

1. The Principles and Elements of Geology illustrated from American localities, and by specimens of American rocks and fossils, as far as practicable.

2. Systematic Geology, treating of the Principles of Classification, in all the geological formations.

3. Physical Geography, as connected with and dependent on geological changes.

4. Geological Structure of the North American continent, particularly that of the United States.

5. Lithological Aspect and Chemical Composition of Rocks, in connection with the Formation of Soils.

6. The Operations, Past and Present, producing the destruction of rock formations and the consequent production of soils.

7. This subject, illustrated by reference to the Geological Formations of the United States, producing agricultural districts, which have given direction to the course of emigration.

8. The Geological Structure of a country, or of a district, as influencing the kind, quality, and amount of agricultural products.

9. Geology, in its applications to Civil Engineering. The principles involved in the selection of materials for construction, the kind of material, &c.

10. The Geological Formations in which these materials are to be sought, and the extent of those formations in the United States.

11. The Principles involved in the Excavation of Rock Formations, and Superficial Deposits. The advantages to be derived in these operations from a knowledge of the geological structure of a country.

12. The same principles applied to the mechanic arts.

13. The formation of beds and veins of Metallic Ores. The geological associations of certain ores.

14. The Distribution of Metallic Ores in the United States.

15. The Principles of the Science of Palaeontology.

16. Characteristics of the Organic Remains of the successive rock formations, and the application of this knowledge in the Classification of rocks.

17. Comparison of the General Features and Extent of the Rock Formations of Europe and America.

18. Comparison of the Fauna and Flora of the different Geological Periods, and the adaptation of the character and habits of the successive races of Animals and Plants to the conditions of the earth as it was during the time of their existence.

Dr. Henry Goadby, formerly of the Royal College of Surgeons, London will deliver a partial course on Entomology, with special reference to agriculture.

The general arrangement of the course will be as follows :

The Scientific definition of the term Insect.

The importance to the agriculturist of a knowledge of Insects.

Metamorphosis of Insects.

Injuries caused by Insects to crops and fruit.

Structure of the Insect skeleton. Its adaptation to special wants. The forms of the Mouth described, with their different purposes.

The Organs of Nutrition, their varieties.

The Organs of Respiration.

The Structure of the heart, and Circulation of the Blood.

The Brain and Nervous System—organs of special sense.

On the Instincts of Insects.

The Locomotive Organs—legs, and wings.

These lectures will be illustrated by admirable preparations, exhibited by the Oxy-hydrogen, and other microscopes.

In order that the advantages of the instruction thus offered may be widely extended, and that the Institution in its incipient steps may place itself not aloof from the people, but with them, it has been determined to offer free tickets to a certain number of students from each senatorial district of the state. The means of doing this have been furnished by liberal subscriptions from friends of the University. Each senator will have the privilege of selecting two young men from his own district, who shall receive free tickets to the above courses, and to the course of Prof. Mitchell on Astronomy. This privilege will also be extended to the members of the last senate, so that four young men may be sent from each senatorial district. The same offer of free

tickets is made to two young men from the last graduating class of every college in the state.

In addition to these offers, the Trustees and Professors will be disposed to consider favorably applications from young men of limited means, who may not be able to embrace either of the above opportunities, and who are yet desirous of pursuing the courses of study.

The course on *Scientific and Practical Agriculture*, by Prof. Norton, will commence on the second Tuesday of January, and continue about three months, at the rate of three lectures in each week. Ticket for the course, \$10.

The course on *Geology*, by Prof. HALL, will commence on the second Wednesday of January, and continue for three months, at the rate of five lectures in each week. Ticket for the course, \$10.

The course on *Astronomy*, by Prof. MITCHELL, will commence early in January, and due notice of the day will be given, by advertisement.

The course on *Entomology*, by Dr. GOADBY, will commence on the third Friday in January and continue at the rate of two lectures in each week. Ticket for the course, \$5.

The course by Prof. COOK, on *Chemistry*, and that of *Applied Mathematics*, by Prof. PERKINS, will commence as soon as classes are formed.

Messrs B. P. Johnson, Ezra P. Prentice, and Luther Tucker, have been appointed by the Trustees a committee of the Agricultural Department. All letters of inquiry relative to this department, should be addressed to B. P. Johnson, State Agricultural Rooms, Albany.

The price of board in respectable families, varies from \$2 to \$2.50 per week, exclusive of washing. Two or more young men, by clubbing together, can hire a room respectably furnished, for the purpose of lodging and study, for fifty cents each per week and can furnish themselves with food, fuel, light, and every thing except washing, at a total expense of \$1.37½ to \$1.50 per week, in winter.

Students on their arrival in the city, will obtain full information and directions as to boarding houses, rooms, &c., by calling at the State Agricultural Rooms, where a person will be constantly in attendance for this especial purpose.

EZRA P. PRENTICE,

B. P. JOHNSON,

LUTHER TUCKER,

Committee of the Board of Trustees.

JOURNAL OF EDUCATION.

EDITORS: { S. S. RANDALL, of Albany.
 { JOSEPH McKEEN, of New-York.

ALBANY, JANUARY 1, 1851.

To the Readers of the District School Journal of Education:

The subscriber proposes to give a copy of the volume of the Hon. IRA MAYHEW, A. M., late Superintendent of Public Instruction for the State of Michigan, on "POPULAR EDUCATION," to every person who will obtain SIX SUBSCRIBERS for the "*Journal of Education*" and remit three dollars for a year's subscription. This volume recently published by Harper & Brothers, ought to be in every Teacher's and in every Family Library; and it will be useful to the receivers of such a donation, and gratifying to me, if I have, under this obligation, to give a couple of hundred copies of that excellent work during the coming year.

JOSEPH McKEEN,

Sup't. Common Schools, New-York.

NEW-YORK, Aug't. 25. 1851.

THE UNIVERSITY OF ALBANY.

We are happy in being able to lay before our readers the circular of this Institution, which has already come to be a tangible reality. This circular will be found in another column, and we would invite special attention to it, by every friend of popular education in the State. It is not proposed that this University shall occupy the same field as that now occupied by our Colleges and kindred institutions, but that it shall be organized and conducted upon a more comprehensive basis, embracing within the range of its instructions all the branches of human knowledge that can be available in promoting the well-being and happiness of human society.

It will not demand of its students that all shall go through the same stereotyped course of study, the sum and substance of which is made up of the ancient languages, and the tendency of which is pre-eminently to unfit young men for the realities and practicalities of life; but will organize as many, and such courses as seem to be demanded by the actual wants of society in this advanced age of progress and improvement.

The ultimate aim of its friends is to make it not only a powerful engine for the diffusion of knowledge, but also for its advancement—to make it such an institution as shall meet the wants and contribute to the progress and improvement of all classes, from the humble student, just entering upon a full course of discipline, even to the *savant* who would gather fresh inspiration and encouragement, by communion with

those whose great privilege it is to drink from the great fountain of knowledge itself.

Another idea—and a noble one too—that has been suggested, is, to make it the culminating point of our great educational system—to make it the great school of a system of schools, commencing with our primary common schools and ascending, by progressive steps, to the University, as the climax. This we are persuaded is the true idea. Our present system needs unity of design and organization. We have our Common Schools, our Academies and our Colleges, it is true, but they have no common bond of union; their interests are in a practical sense, if not really antagonistic, at least, unsympathetic, and each performs its functions as though all had not one common aim.

Now, we believe the great end of education to be the progressive development of humanity; this development is to be secured by a system of means which must act in harmony, and in accordance with certain laws. This system of means, to be effectual, to secure the great object, must be characterized by unity of purpose, of design and of action. Schools in their various grades, form no inconsiderable portion of this system of means. They should, therefore, be organized upon the same great comprehensive plan, of the various grades adapted to secure the progressive development of the human faculties, this principle of unity pervading and governing the whole. The primary or common school has its field of action; that field should be carefully re-surveyed. Educators should determine its natural boundaries, beyond which they may not extend: and law makers should then say, thus far shalt thou go, and no farther. Beyond and above the common school belongs another grade, whose labors must begin where those of the former end, and carrying it on according to the same constant law upon which all true progress depends, until it too, reaches its appropriate limit, beyond which its efforts must be staid. Intermediate with this grade, and the University, should come the great school of preparation for the latter, designed properly to qualify the young man for the comprehensive course of instruction and discipline, which it should be one of the functions of such an institution to give.

But we are extending our hasty remarks beyond the limits originally designed, and we close them by intimating the belief, that our school system has yet to be thoroughly and radically revised, reorganized and reconstructed, before it can accomplish what all so ardently desire and, perhaps, expect it to do. Nay, we believe this will yet be done. We believe the establishment of this University, if its grand design be carried out, is but the initiatory step to "a consummation so devoutly to be wished." The ideas here briefly brought out, we intend soon to treat more fully and elaborately for another occasion, and it is possible our readers may be presented with them in future.

THE CALAMITY IN THE NINTH WARD SCHOOL OF THE CITY OF NEW-YORK.

Our readers have doubtless, all been shocked with the details of this awful catastrophe, by which more than 50 innocent children were brought to an untimely end. The particulars have been so extensively published that it is unnecessary they should be repeated here. But we cannot refrain from expressing the belief that this heartrending accident *should* teach us its appropriate and impressive lessons. We say *us*, and by this we mean not only the citizens of New York, who have been sorely afflicted by the calamity, *but all—everywhere*, who have to do with the educational interests of the world. Many of these lessons have been very ably drawn, as the following, which we copy from the "*New York Daily Times*" of Nov. 22d:

"Every calamity has its uses. The most fearful visitations bring with them lessons which the wise will heed. Death speaks other words than those of bereavement and grief, and the saddest sorrows preach eloquently to hearts which nothing else could touch. It is the part of wisdom for every individual to look carefully after the lesson which any of his afflictions may involve, and to give heed thereto, as to a voice from a higher sphere.

"But society has lessons to learn as well as individuals. One great duty of all in authority—of all to whom public interests are in any degree committed—is to provide for the safety of their fellows—to ward off from them, so far as human care can do it, accidents, sickness, and all ills that menace life and health. It is not too soon to look after the lessons which the dreadful calamity in the Ninth Ward is calculated to enforce. Forty or fifty children killed—forty or fifty homes made desolate,—ten times as many hearts torn with agony—this was the fearful work of a moment! Those hearts will bleed, the shadow of desolation will rest upon those homes for months to come. We would not meddle with such a sorrow—we would not divert the minds of those who suffer, from the thoughts and the swelling griefs that swallow them up. Grief is sacred, and must sit alone. God be with those who have been so sorely stricken!

"But the community at large is interested in looking closely at the circumstances, and the causes of this direful calamity. The hundred thousand children who attend our public schools,—the hundred thousand who do not attend them, but who are often gathered together in one form or another, in churches, schools, or other public buildings—these and their fathers, mothers, brothers, sisters and friends, are all deeply interested in making this calamity useful, by preventing others.

"All the circumstances can only be made known by legal inquiry, where evidence can be exacted. Such an inquiry ought to be rigid, thorough and as protracted

as may be necessary, to elicit every fact that can have a bearing upon the case. Facts enough are known, however, to warrant some conclusions. The main causes of the dread catastrophe are apparent.

"*First* among the causes—the chief and main cause stand the *accident* which occasioned the panic throughout the school. One of the teachers was seized with paralysis, and her classes were terrified. But there were only fifty or sixty in number, and in a room by themselves. The alarm would have been confined to them, and even there restrained within limits, but for the fire-alarm; and the cries of fire, raised outside at the same moment. This coincidence was doubtless in the strictest sense, *accidental*. It is said in some papers that the alarm of fire was caused by some of the scholars calling in the street for water; but this, we think, cannot be so. The children were in a room by themselves, back from the street and could not have reached it without passing through other rooms. Besides, the bell struck almost at the instant of Miss Harrison's paralytic shock. There was no time after the latter, for giving an alarm to cause the former. They were simultaneous or very nearly so: and to that fact is to be attributed the dreadful, unreasoning, reckless overpowering *panic* which seemed instantly to possess the whole school.

"*Second*. The structure of the building, had very much to do with the loss of life by which that panic was followed; and this is a matter which can and must be guarded against in other cases. This is strictly within the public control; and now that public attention has been called to it, by so terrible a shock, no building in the city, and especially none in which large bodies of people, adults or children, are to be gathered together, should be destitute of means for safe and rapid egress. The persons who decided to have *spiral stairs* for the school house—to open a fall of sixty feet, with flat stones at the bottom, and nothing but a *wooden railing* to keep two thousand children from falling over, were recklessly negligent of their safety. No such stairs ought ever to be used in such a building; and if any of the other public school houses in the city have them, *they ought at once to be changed*. The stairs should be enclosed by strong walls; or they should not rise one above another, to such a height as to make a fall certain death. This can be remedied, wherever the same evil may exist; and the Board of Education, if it has the power, ought at once insist upon its being done.

"Another defect existed in this school-house, in common with many other public buildings. The *facilities for getting out* were not sufficient; and there is scarcely a public building in the city in which they are sufficient. Every crowd of people is liable to a *panic*; and when under its influence *all* will rush for a place of egress, and if there be but one all will rush for that. It is obviously necessary to

make such provision that all can get out, instantly, without trampling upon each other. Yet there is scarcely a building in the city, capable of holding two or three thousand people, in which numbers of them would not be killed in case of such a panic.

"This is a good time for attending to these matters. The public attention has been called to them by this dreadful catastrophe, and it will be much easier to effect a change now than it will be by-and-by. We hope the opportunity will not be neglected."

The *Tribune* also moralizes thus:

"But we shall fail to profit by this appalling disaster if it does not teach us to fortify our minds and guard our hearts against the sudden irruption of *Panic*, that maddening demon which has destroyed more lives than have been lost by inevitable casualty. Cowardice is Atheism—is infidelity to the great truths of God's benignity and man's immortality.—Let every child be taught impressively to shun avoidable evil and needless peril, but trust implicitly in that Divine Providence by which no sparrow's fall is unnoted, and no seeming calamity permitted save in subservance to lofty and beneficent purposes."

But we conceive that the great lesson to be drawn from this sad event is, that it is utterly and totally wrong, under any circumstances, to congregate together in one building, so many children for the purpose of instruction. It is the most expensive, the most inefficient, and the most dangerous plant that could be well desired. Here was a school of more than 1800 pupils in one edifice. We have seen no account of the number of teachers employed in their instruction, but we will suppose there were 18 in all; that is to say, one hundred pupils to each instructor. Now, it is morally impossible for any teacher, no matter how competent and skillful he may be, to instruct so large a number as this. It is a fact admitted by all who are conversant with the matter of practical education, that from 45 to 50 pupils are as many as any one individual can faithfully and profitably teach. A class of 12 in a primary school is considered full large for profitable instruction. In such a school much depends upon the amount of personal drilling which each pupil receives; and where there is a class of from 50 to 75 at a recitation, as we have actually seen in some of the New-York ward schools, it is perfectly obvious that little or nothing can be accomplished in the way of efficient and thorough discipline. We have assumed that there were 18 teachers in this establishment; now there were not probably more than 12. This would give to each teacher about 150 pupils, who might, so far as real intellectual and moral discipline is concerned, about as well be in the streets, or at least, around the parental hearth, receiving such crumbs of wisdom as a mother might be able to bestow. What stronger evidence do we need of the impossibility of properly disciplining the moral faculties of so many

children, than is furnished by the fact, that on the first alarm they were perfectly uncontrollable, and repudiating all authority, literally trampled their teachers under their feet. We make not this remark by way of censuring the teachers. They were, without doubt, competent and faithful to their responsible trusts; but it was impossible for them, faithful as they were, to accomplish impossibilities.

The truth is that the city of New-York needs four public schools and four teachers where now she has one; and the sooner she adopts this policy the better for her true weal—the sooner she adopts it the sooner does she not only place herself beyond the inroads of such wholesale and desolating calamities, but the sooner does she as effectually provide for the physical, mental and moral necessities of her to be citizens as she ought. It would not be difficult to show that even her pecuniary interests would be vastly promoted by it, but time will not permit us to extend these remarks further. Reversing the laws of natural philosophy, she would in this case both *gain in power and save in time*: and as time is money, so would she in the end find that money was saved.

In conclusion, we can but express the earnest hope that the many impressive lessons which this afflictive event is calculated to teach, will be heeded by all, and that the causes of such accidents will, in future, be guarded against, in the more safe and judicious construction of edifices in which are to be congregated such masses of innocent and helpless children.

We would call attention to the advertisement of Messrs. GEO. H. DERBY & Co., of Buffalo. The list of valuable books presented by them is well worthy the attention of those having in charge the selection of books for District Libraries. The first one on the list can but be particularly interesting at this time, when public attention and public sympathy has been so warmly enlisted in the dubious fate of the brave Franklin and his noble companions. We shall notice these books more in detail in future.

It will be seen by the following Circular, from the Hon. E. R. POTTER, Commissioner of Public Schools for Rhode Island, that an educational journal is about to be established under his efficient auspices. We hail this enterprise as an unmistakeable evidence of progress in the good cause; and if the friends of education but do their duty we are sure this journal cannot fail of success.

CIRCULAR.

The subscriber will, between now and the first of January, commence the publication of a monthly SCHOOL JOURNAL. It will consist of sixteen octavo pages monthly. A copy of it will be sent, gratis, to the Chairman and Clerk of each School Committee, and to the Trustee of every School District, they paying the postage, and delivering over the copies to their successors.

Teachers and others, wishing to subscribe, can do so by sending fifty cents, in advance, by letter, post-paid, to the subscriber, at Providence.

Please state name and post office address.

The Journal will positively be continued for one year.

ELISHA R. POTTER,

Commissioner of Public Schools.

Providence, Nov. 17, 1851.

NATIONAL SCHOOL MACHINERY.

MY EXCELLENT FRIEND RANDALL:

I feel called upon to report progress in the workings of Government machinery in aid of schools and practical science. I will now confine myself to one wheel in this machinery—the Census Bureau. J. C. G. KENNEDY, the Superintendent of this bureau, is doing a magnificent work for schools, for science and for the world. As a functionary of our government, he is about presenting to the world a system of statistics which will furnish a more complete view of the condition of human beings, and the circumstances producing or affecting such condition, than ever before furnished by any nation; in aid of which he has visited Europe to avail himself of the statistics of different nations.

As a foundation to start from, he recognizes the great natural platform, the Earth itself, as the most appropriate. Undersuch a view of the subject, after receiving returns in answer to the first circular sent to Marshalls and Assistant Marshalls, he caused more than three thousand letters to be written, requesting more full returns on the subject of Geology, embracing rocks, soils, mineral fertilizers, &c. By the additional returns the Census Report will give to the public a vast amount of information, interesting to schools, to science, to agriculture, and to the useful arts. The report of Maryland, forthcoming in a few days, will be a specimen of the whole—a copy of which, if authorized by Congress, Mr. KENNEDY offers to send, under his frank, to every school in that State. Thus, by a single revolution of this Government wheel, not only the schools but the citizens generally of a whole State, will be informed of the natural productions, and of the resources of science, and of wealth within their reach.

This same Government wheel—the Census Bureau,—by another revolution, may bring more directly and more fully to view the natural resources of the Empire State. Among the additional returns, brought by the letters mentioned, was a Geological map of Madison county, by Wm. F. BONNEY, an Assistant Marshall. This map designated by colors the Geological formation, with a statement of the Agricultural products connected, of every town in the county, furnishing an example likely to be followed through our entire country—it may be over the whole world—producing, by such an operation of Government machinery, better Geological explorations and

reports than ever yet given to the world; eventually, by enlisting in the work, schools and families too,—furnishing to every farmer and farmer's sons, a knowledge of the character and the capabilities of the fields they cultivate. For the empire resources, the Census Report will contain a minute statement of the Salt Works of New York, made out from a statement of ROBERT GERR, late Sup't. of Salt Works, and others, by S. CORNING JUDD, one of the clerks in this bureau, a citizen of Syracuse, who has on his desk two small cases of labelled specimens, the one of Geology and the other Mineralogy, both of essential aid in his work, proving that the moment Government machinery commences working for science the work of science will come to its aid.

Simple justice to the eleven thousand schools—for some fifteen years under your supervision, as State Superintendent—requires a statement of the fact, that to them is due no small credit for the great work, and still greater prospects by the scientific operations of the Census wheel, not to mention various others in our government machinery; such, at least, are the views of Mr. KENNEDY, who conducts its motions with so much foresight, skill and productiveness. You well recollect the rich present from the schools of the Empire City, to the members of the State Legislature: giving to each, as the work of their own hands, a map of his county, embracing some beautiful pencilings of geological formations, agricultural products and other natural resources, called upon by industry and science to contribute to human wants and human progress. These offerings to science and to patriotism, from the generous young spirits in the empire city, distributed through the Empire State by the hands of its legislators, were joined by similar offerings from the same source still more abundant,—furnished to the School Superintendents of the State, and used by them in their various school campaigns, as their most powerful artillery. Following these generous offerings of generous and patriotic spirits, made to their State, came others in still larger abundance, to be scattered over the nation, by the hands of our national legislators, by whom they were acknowledged and distributed among the friends of the cause, in their Congressional districts and their States, with the same spirit of patriotism which animated these young producers in their work. This combined operation of the machinery of Government and the machinery of schools, started by the joint action of muscle, mind and soul animating those in the empire city, explains in a measure at least, the mighty movements now in progress over our country, and through the world, for the advancement of science, of kind and generous reciprocations, and of enlightened policy among the nations of the earth.

In company with this Census Report, in its visits to the schools of Maryland, will go another from a committee on "SCHOOL PRODUCERS" at the Maryland

Agricultural Fair, held in Baltimore in October last. This committee consisted of Rev. I. N. McJILTON, Superintendent of the Baltimore schools, Dr. MONMOR, President of the Board of Trustees, and three other members, who spoke in strong commendation of specimens coming under their inspection, especially some from the school of Mrs. KESLEY, in Washington city, as beautiful and appropriate, illustrating the elements, both of agriculture and mechanism. They closed their report by recommending to Agricultural Societies, special provisions for juvenile products at their future exhibitions, and to schools special attention to practical exercises on subjects directly interesting to the two great classes of human society—farmers and mechanics.

Here will be recognized, I am sure, by my enlightened friend, RANDALL, and by the eleven thousand teachers, with many of their pupils, to whom he speaks through his journal, a cord with three strands, each strong in itself, but greatly increased in strength by its connection with the other two. The three strands are the Census Bureau, Agricultural Societies and American Schools—by their combination able to move and raise, not one nation, but all nations.

Thus, my excellent friend, I speak what I know and testify of what I have seen: still and ever remaining your fellow laborer in the great cause.

JOSIAH HOLBROOK.

For the District School Journal of Education.

The Tioga County Teachers' Association was formed January 13, 1844:

In	1844	there were	8	meetings.
"	1845	"	2	"
"	1846	"	2	"
"	1847	"	6	"
"	1848	"	4	"
"	1849	"	7	"
"	1850	"	6	"
"	1851	"	3	"
				38

We have, female members	74
" " male "	80
	154

This body of teachers has persevered under very discouraging circumstances, and not unfrequently against the scoffs and jeers of those who should have aided them by their influence and instructed them by their counsel, until it now exerts a controlling influence upon the educational interests of the county. The teachers who at first stood aloof from the meetings and doings of the Association, "because they could gain nothing by hearing teachers talk," have either remained stationary in influence and wages, or, as has been more generally the case, have been obliged to give up their positions to others who have kept up with the spirit of the age; while those who were the poorest teachers in the county, and felt themselves

to be such, have attended regularly the meetings of the Association, and are now teaching in the best of schools, in this and the adjoining counties of this State and Penn.

Most of the subjects connected with the cause of education in its various departments, have been discussed at the several meetings, besides occasionally, addresses and lectures from prominent friends of the cause. The meetings are now numerously attended by teachers and parents, in the several towns where the meetings are held.

OWEGO, 1851.

BOOK NOTICES.

LIVES OF THE GOVERNORS OF NEW-YORK: from GEO. CLINTON to HAMILTON FISH. By JOHN S. JENKINS; Auburn, DERBY & MILLER: 1851.

Here is a book for every citizen of the Empire State, whether he can read or not; for even if any one is in this latter dilemma, the book can be but valuable to him, inasmuch as it presents a spirited likeness, on steel, of each of the distinguished men who have occupied the gubernatorial chair during the period above specified. It has been appropriately said that the great men of a State were the property of the State; and we venture the additional maxim, that if the State, as a State, is to enjoy the monopoly of *owning* all her great men, it is the *right* and *duty* of her individual citizens to possess, at least, daguerreotypes of them, especially when accompanied by such truthful and life-like descriptions of their characters as JENKINS has here served up; and then DERBY & MILLER have got up the work in such beautiful type and in such handsome binding, that it is really worth half the cost of the book to look at it. Be sure and buy it.

CHEMISTRY AND FAMILIAR SCIENCE, containing in a condensed form, the Elementary Principles and all the more Important Facts of the Science. By J. DAVY, Albany: E. H. BENDER.

We have received a copy of the above work from the publisher, with a request to notice the same. The title indicates sufficiently, perhaps, its character and scope, and will lead to as extended an examination and use as a longer notice would secure. We are no friends to the catechetical mode of instruction, and hence, should not choose such a book for "home consumption." There are those, however, who differ with us in *opinion* and *practice* on this point, and to such we commend the work.

HYMNS FOR SCHOOLS, with Appropriate selections from Scripture, and tunes suited to the metres of the Hymns. By CHARLES D. CLEVELAND: E. C. & J. BIDDLE, Philadelphia.

This little work is neatly printed and well bound. It contains a large collection of hymns and several pieces of music, and is, apparently well adapted to the purpose for which it was designed.

PUTNAM'S HOME CYCLOPEDIA, in six volumes, each complete in itself; comprising the Hand-book of Literature and Fine Arts, Hand-book of Biography, Hand-book of the Useful Arts, Hand-book of the Sciences, Hand-book of Geography, and Hand-book of History and Chronology.

Of this Cyclopedia we have received the HAND BOOK OF BIOGRAPHY: By PARK GOODWIN, Esq., founded on Maunder's excellent work, with many additional names. This is an invaluable book of reference, complete in itself, and containing a large list of well selected names, many of which are those of eminent Americans, and others of men who have died since other similar works were prepared. It is of a convenient size for the general reader, and would form a valuable addition to every library. GEORGE P. PUTNAM, 155 Broadway, New-York.

THE PALACE OF INDUSTRY, a Juvenile Oratorio, illustrative of the Poetry of Labor, with additional songs; the whole suitable for juvenile concerts and school exhibitions. By J. C. JOHNSON.

THE SCHOOL CHIMES, a Collection of Songs and pieces designed especially for the use of schools, juvenile classes and school exhibitions:

Containing the elementary principles of musical notation, carefully arranged for instruction, with numerous examples and exercises for practice. By B. F. BAKER and L. H. SOUTHAARD.

THE NORMAL SONG-BOOK OR MUSIC READER. For Grammar and District Schools. By JOHNSON and OSGOOD.

These three works are published by WILKINS, CARTER & Co., Boston. Each one contains a variety of songs and music suitable for schools and juvenile classes, and well calculated to please the young. Those interested in this subject, (and all teachers should be,) would do well to examine these works.

A little book published by E. S. JONES & Co., of Philadelphia, has been laid upon our table, very appropriately called the "COMPREHENSIVE SUMMARY OF UNIVERSAL HISTORY," with a biography of distinguished persons from the earliest times, to which is appended an Epitome of Mythology, Natural Philosophy, Astronomy, and Physiology. By RICHARD MANGNALL. This book is designed to give the outlines of these studies, to young or old, who have not the time or the means to go very extensively into such studies; and it gives reliable land-marks to guide the student in future and more extended studies of the numerous matters upon which this little manual treats. It cannot fail to be useful to a numerous class of learners.

A DICTIONARY OF MEDICAL SCIENCE; by ROBEY DUNGLISON, M. D., has just appeared from the press of BLANCHARD & LEA, Philadelphia, 1851.

This invaluable Dictionary is intended for students of medicine, and it will be a valuable reference book for mature practitioners. It is both classical and profes-

sional in its character, and is, perhaps, the best and most scientific book of the kind before the medical professional. We have no hesitation in sincerely commending this compact and beautifully printed dictionary, of 928 octavo pages, as one of the best books of the kind in our language.

THE SCHOOL CATASTROPHE IN N. YORK.

VERDICT OF THE JURY.

From the New-York Tribune of Nov. 29th.

In presenting their verdict, the undersigned feel it incumbent upon them, as well from public expectation as from an imperative sense of duty they have to discharge, to present as briefly as possible some of the reasons more remotely connected with this catastrophe, that all pertaining to, or connected with it may be perfectly understood and known.

It is not often the duty of Magistrate or juror, to perform a labor so delicate and full of responsibility as that which is the occasion of this inquest.

We are rejoiced to say that it is not within the recollection of the oldest of these jurors, that an event so full of sorrow has called for the discharge of a similar duty in our city. And with reverence and humility, we implore the Divine Governor of the Universe to avert from us hereafter, forever, so terrible and awfully painful a calamity. That so many of the most promising of our youth, the hope and pride and joy of fond and doting parents, without admonition, should thus be called to embrace the cold arms of death, and that too, when in the midst of life, surrounded with all its attendant comforts and blessings is indeed melancholy to contemplate.

It is no wonder that a general mourning scene pervaded the entire community. But how much more those who, but a few brief hours before had prepared their little ones with all the tender assiduity and care of a mother's love and affection, to go forth to their innocent, yet important duties of childhood, to receive in return the stiffened corpse, the palid cheek, the lifeless remains of these dearest treasures of their life!

No sympathy can partake of the sorrow of those parents' hearts. But as far as possible it has been our duty to assuage, to bind up the broken, crushed spirits of these bereaved friends.

It is this duty and purpose, as well as our duty to a sympathizing and interesting public, that has so seriously impressed the undersigned with the great responsibility resting upon them—and in this investigation to spare no labor or to forego no pains taking to elicit every truth, and spread before the community, faithfully, justly, and impartially, every fact that might throw light upon this most painful, heart-rending calamity.

We report first that no ground of complaint can by any just construction of the testimony, be alleged against the teachers of the school. All, at the time of the alarm, were at their posts, and all devotedly engaged in the duties severally assigned them.

It has not been intimated, much less charged, that a single teacher was absent from the school at the time of the fatal occurrence. It is also in proof that causes equally calculated to produce alarm have previously existed, (not it is true, by any similar, or any cause from the present principal, but that the former principal was frequently subject to attacks of fainting,) yet without producing alarm, or being the cause of excitement or mischief.

Why, on this occasion, so trifling a cause should have thus resulted, is, to the minds of the undersigned Jurors, a question beyond their ability to solve; and it can only be known to Him whose Omniscience sees all things from the beginning, and to whom the secrets of all transactions by His Omniscience are made known.

All that human effort could do under the circumstances, to stay the excitement, and control the conduct of these excited children, we believe was performed by the school teachers. There was no lack of prudence, of self-possession, or of well-directed effort, to command order. Some of them much to their credit, exhibited more than usual presence of mind, and most heroically breasted the infuriated current well-nigh to the sacrifice of their own lives. It would be invidious to mention names, and where all without exception, showed themselves to have exerted every energy to save harmless the little ones entrusted to their charge, we feel it but an act of simple justice to award them universally meritorious praise and commendation.

If censure shall be found elsewhere, certainly to them it does not belong.

The next point in order, and that which naturally presents itself, and to which much care has been given, is, as to the responsibility of the officers of the school.

To them belongs the duty to provide suitable buildings, school apparatus, and teachers.

To the latter of these—viz: the Teachers—we have already said there was no blame. With the benches, desks, and other school apparatus, there is no fault to find. All seems well suited to the purposes designed, and all in order, well and perfectly arranged.

Concerning the building, the most reliable testimony that could be obtained, as well for competency to form correct and accurate judgment as for truth and veracity has proved that the *main structure* is good; that it is abundantly strong and secure for the purpose designed and used. But of the design and structure of the stairways, the facilities of ingress and egress to the building, the opinion is as unanimous and decided that they deserve universal condemnation. The peculiar form of the stairway being four square, with steps on either side starting with winders and turning with winders at every angle thus continuing to the top of the building, leaving a well-hole in the centre,

The spiral form and low rails, even though safely constructed, cannot be commended as the most convenient or by any means safe. All who testified upon this point, save one, concurred in this opinion. The most trivial occurrence might cause a child to lose his balance, while reclining against this rail and precipitate him, if at the top, a distance of fifty feet to a stone flagging below which must inevitably produce death. Such was the structure of the front stairways in this school, and such were the exposures of the children who used it. It was not enough to say that accidents of this kind never before occurred, or that similar structures exist in other buildings, and that therefore there is no cause to condemn them.—The undersigned are united in opinion as to their insecurity, and do therefore, most unqualifiedly condemn them.

We say this, however, in no spirit of censure of the intentions of those who designed them. It was most unquestionably thought by them to be the most available mode of construction. It is in proof that the plans were submitted to the entire board of School officers of the ward, and subsequently to the

Board of Education, who approved them, and made an appropriation of \$15,000 to erect the building. We would be understood, then, not in condemning the good intentions of honest purposes of those designing this work, but the *design* itself, the *structure* as it left the hands of the master-mechanics, we do in the most unqualified terms pronounce to have been *unsuited to the purposes designed, bad in their arrangement, at all times insecure and dangerous, and never properly and thoroughly secured by the builder.* We regret most deeply, the necessity of this latter remark.

Charity compels us more to the belief that it was oversight rather than a desire to slight the work for any difference of compensation that might be gained by so doing. Charity causes us therefore to hope and believe that this was an oversight of the builder.

Whatever may have been the good intentions of the builder of this stairway, it is most manifestly clear, that there was great negligence, if not culpable indifference and carelessness, to a proper performance of the work. And that all concerned, the original contractors, master, and those having in charge the supervision of the work, are alike responsible for the imperfection in the work of these stairways.

That all who perished at that disaster, came to their death from the giving way of this newel and the consequent breaking of the balusters, we do not believe. That many would have suffocated, as was the case with several on the rear stairway, is unquestionably true. All the testimony upon this point, goes to establish this truth. Yet it is also true that very many who would otherwise have escaped, perished from this cause. But in immediate connection with this, and as forming a prominent part in the sad history of woe that followed, was the fact that the outer doors leading to the street were so hung as to swing "*inwards*," and unfortunately at the time the doors opposite these leading to the play ground under the building, were both close, and but for the fortunate circumstance that the northerly half of the middle outer door was at that time open, God only knows what must have been the consequences. That multitudes more would most undoubtedly have perished, is clearly evident.

To this evil, perhaps, more than to the stairway, is attributable the great number of lives sacrificed. This mode of hanging outer doors in public buildings, we are advised, is most commonly adopted. But whatever may be the practice, we cannot too strongly reprobate it.

Had the reverse been the case at the time of alarm, and at the breaking of the ill-fated balusters of this Ward School, instead of being heaped up in a pile on from six to eight feet deep, as were the children in the prison-house thus prepared for them, their weight would have opened to them a place of escape, and few, we think; comparatively few indeed, would have suffered death on that occasion.

The Jury in this connection regret that they were prevented, by the ruling of the acting Coroner, from introducing certain evidence, and instituting inquiries to certain branches of the investigation, which they deemed of importance to the issue.

In conclusion, we urge upon the public authorities and all concerned, having charge of Public School buildings, that where such is not already the case, that they have provided separate stairways for each of the Departments of our Public Schools, and that in every case the doors opening from these entrances be so hung as to swing outward.

We would also recommend that hereafter no Public School building to be constructed should exceed three

stories in height, and that they contain capacious, inclosed fire-proof stairways for each Department of the School.

We also recommend that hereafter our school buildings be constructed with a view to a limited number of children—not in the furthest to exceed one thousand scholars.

This, we believe, would be productive of the moral and physical improvement of scholars in a much greater ratio than the increase of expense from multiplying buildings, and increasing expense for building sites.

We would further and lastly recommend the passage of a law appointing a Board of Commissioners, to consist of practical and experienced mechanics, to whom all plans for public buildings must be submitted for approval, and under whose supervision such buildings must be constructed.

VERDICT.—The Jury unanimously concur in the opinions that the causes of death in the cases of (here follows the names of the deceased) was from suffocation conjoined with external and internal injuries, produced by falling down the front and rear stairway of Ward Schoolbuilding, known as No. 26, situate in Greenwich av.

That said children deceased, with others at that time in said school building, became suddenly alarmed, first occasioned by the slight paralysis of the Principal of the Female Department of said school, Miss Abby Harrison.

A sudden and almost instantaneous panic, produced by the impression that the building was on fire, took possession of the entire school, causing a universal rush of the children to escape from the building, rendering it utterly unavailing for the teachers, by any agency or means in their power, to quell the alarm, or to stay the children from their attempts to emerge from the building; and that the teachers of said school, and each of them, are blameless concerning the casualty, and are in no way responsible for the deaths or injuries occasioned by the disaster. Signed by the Jury.

MUTUAL RELATIONS OF PARTIES INTERESTED IN A SCHOOL.

It is, no doubt, true that each of the five parties, parents, teachers, scholars, school-officers, and the public, have their own *peculiar* duties. Yet little that is valuable will be accomplished, if either one of these five parties sets itself up to criticise or condemn the others. As a caution and injunction appropriate to all five, it may briefly be said:

Beware of fault-finding; it is very easy to detect faults! Be industrious, laborious; the school needs us *all*.

The following is a brief outline of the duties of these five parties, respectively.

Parents—To sustain the responsibility, and *they alone*, of securing the welfare and education of childhood. Reward and punishment is in their hands. Supervision of a child's habits, neatness, punctuality, &c.—honesty, manliness, &c.—religion, politics, &c.—in short, the *entire* responsibility for childhood's welfare, has been laid out by the Creator upon the parents of the child.

Teachers—to accept temporarily such a share of the duties that primarily devolve upon parents, as can be more conveniently and thoroughly discharged by a school, than by a family organization. Intellectual exercise, access of information, social training, require a kind of supervision which parents cannot readily exercise. But the teacher is, or ought to be, if parents were faithful, only auxiliary, and never principal in the estimation of childhood.

Scholars—To render, during the years of their dependence, a willing, intelligent, and entire obedience to the wishes of parents and of teachers, *so far as they express the parental will truly*; to practice those virtues enjoined upon them by superior wisdom and experience, always trusting willingly the guidance of those who merit such confidence.

School Officers—To oversee the building, premises and finances of the school; to protect, sustain and defend the character of both of teachers and scholars, as long as they are members of school; to educate and care for the community in all school matters; to *observe and advise* with a teacher as to the interior management of the school, in no case interfering with teacher's labours, nor attempting to practice teachership in school themselves, unless requested to by the teacher himself.

Public in general—To bear the expense of schools; (the school fund *by itself* never did, and never will sustain a decent school any considerable time;) to attend school meetings and insist upon knowing from officers what has been done; to avoid gossiping rumors and tale bearing; to encourage weary teachers by giving them good homes, honorable rank, and suitable compensation; to vote intelligently in such a way as will ensure success to every general State movement in behalf of schools and teachers.

From these general outlines, which have been sketched with little regard to accuracy of phrase, several important specifications of duty should be inferred.

Parents as they are, and *parents as they should be*, are very distinct classes,—as widely different as are ordinary teachers and truly professional teachers. There is many an orphan whose parents are living. Hence, oftentimes the teacher must act both as parent and as teacher; and in such cases parental responsibility actually rests upon the teacher. Too often may teachers be heard saying, "He's got such a father that there's no use in trying to do any thing for him at school;" far better were it to say, "He has no good at home, I *must* do something for him at school," for a teacher is not sent for them that are whole and need no teacher, but for them that are sick.

If a child has intelligent, faithful parents, expulsion may be often *expedient*; but for the neglected and the poor, for the child of the outcast, the school is the only home; ye shall not banish him thence.

It is a part of a teacher's duty to educate parents to *their* duty; and it is part of a parent's duty to educate teachers to *their* duty; a quarrel *always* implies culpability on both sides. Let the stronger bear the burdens of the weaker, for there is load enough to burden all.

If parents stand for rights, and teachers stand for law, and school officers stand for form and ceremony, each party running his fence to keep out intrusion, and standing watchfully to convict his co-laborer of neglect, there will surely cause enough be found for contention. If after a contention has begun between teacher and parent, or teacher and committee, the teacher talks about *rights*, and sets up to assert them, it is easy to discern the end of all such *unprofessional* acts. A teacher's strength and panacea for all evils in and out of school, is self-sacrificing industry. If parents are impertinent, and unreasonable, labor for their children, give way, give up! but strive to *educate* the child, and soon the breach shall be healed scarless. If officers are meddling, officious, and wilful, made so by the little brief authority the law has given them, bear with their presence, raise no remonstrance, pursue your *systematized* course silently, laboriously; strive night and day for a good school, and committee men will be soon forgotten.

That which is urged upon teachers when evils surround them, is equally true as the remedy when committees and parents find themselves associated with incompetent or unreasonable teachers. The principle is simply this: that nine times in ten, if a fault-finder will cease from complaining, and *do* the neglected duty of his negligent neighbor, he will save time, reprove and reform his neighbor, and better than all, cause no wear and tear of conscience or sacrifice of right.

Hard workers may have difficulties in their hours of *idleness*: fortunately, the *faithful* teacher can have no *idle* hours.

Reward and punishment ought to be in the parent's hand even when their ground is school conduct; for thus the scholar learns that teacher and parent are but continuations each of the other. School is helped by home, and home is helped by school; but if parents will not assume this duty thankfully, then of course it devolves upon the teacher.

Punctuality and extra school virtues belong to the parents' sphere; but if parents neglect, teachers must assume their culture.—

Thus as to all the parties whose welfare is affected by a school, though there are peculiar duties resting upon each party, yet it is equally the duty of all to make up for the incompetency or idleness of any one, for the *school* is what we labor for, not our own rights, or will, or character.

There are few teachers who have really studied their profession, but such rarely find difficulty in their relations to society or the school; they are usually, as they ought to be, virtually independent.

HEIGHT AND WEIGHT OF MEN.

The average height of Europeans at birth, is generally 19 inches: female children being of less size in the proportion of 480 to 460. In each of the twelve years after birth, one-twelfth is added to the stature each year; between the ages of 12 and 20, the growth of the body proceeds much more slowly, and between the ages of 20 and 25, when the height of the body usually attains its maximum, it is still further diminished. This point being reached, it is found that the increase is about three and one-quarter times greater than at the period of birth. In old age, the height of the body decreases on the average about three inches. In general, the height varies less in women of different countries than men.

There is a difference in the weight of sexes both at birth and infancy. The average weight of a male child at birth is about 7 lbs, and of a female child only about six and one-half lbs. The weight of a new born infant decreases for the first three or four days after birth, and it does not sensibly commence to gain weight until it is a week old. At the end of the first year the child is nearly 3 times as heavy as when it was born. At the age of seven years it is twice as heavy as at the end of the first year, and at fourteen years old its weight is quadrupled. The average weight of each sex is nearly the same at the age of 12, but after that period, taking individuals of the same age, the females will be found to weigh less than males. When the weight of the body has reached its average maximum, it is about nineteen times heavier than at the time of birth. The average weight of men is about 130 pounds, and of women about 112 pounds, of adults, without distinction of sex, about 120 pounds. In case of individuals of both sexes who are under the height of 4 feet 4 inches, females are somewhat heavier than men; but if above this height, men weigh more than women. Men attain their maximum weight about the age of forty, and women at or near the age of fifty. At the age

of sixty both the one and the other usually commence losing their weight, and the average weight of old persons of either sex is nearly the same as at nineteen years of age.

EXPLORATIONS OF THE ARTIC REGIONS.—

The first attempt was made in 1553, by Willoughby and Chandler, who were sent out with instructions to ascertain if there was a North-east passage, or if they could reach China by passing to the North of Europe and Asia. Willoughby reached Nova Zembla, but he and his crew were frozen to death.—Chancellor entered the White Sea, and thus opened a communication with Russia. Capt. Cook reached the Icy Cape, from the Pacific, in 1778. In 1607 Capt. Hudson was sent out to discover a North-west passage, and reached the latitude of 81 degrees, but was under the necessity of putting back on account of the ice. In 1773 this experiment was again tried by an expedition under the command of Capt. Phipps, who advanced about as far as Capt. Hudson had previously done; and a similar attempt was made in 1818, which proved equally unfortunate, under Capt. Buchan. In 1827, Capt. Parry was sent out to reach the Pole in boats and sledges, over the ice, and he attained about 82 degrees 40 minutes, and was obliged to return by the motion of the fields of ice to the South. In 1818, Capt. Ross attempted a North-west passage, and passed through Lancaster Sound. In 1819, Capt. Parry reached 140 degrees West Longitude, and in 1821-23, examined the coast to the Northward of Hudson Bay. In 1824, he reached Prince Regent's Inlet. In 1826, Capt. Franklin was sent overland to examine the Northern coast of America, to the West of Mackenzie River; and at the same time, Capt. Beechy was dispatched to meet him at Behring's Straits. The two expeditions approached each other to within a distance of 146 miles, but returned without meeting. In 1829-33, Capt. Ross sailed up Prince Regent's Inlet, and ascertained that there is no communication between the Arctic Ocean and Atlantic, South of Barrow's Straits.

SUPPOSED DISCOVERY IN RANKIN COUNTY, MISS.—President Thornton and a party of friends recently made a visit to what they denominate the "Platform." It is situated on the plantation of Mr. Morrison, and whether it be regarded as a work of nature or art, it is calculated to excite considerable interest throughout the State. Mr. T. inclines to the latter belief, and says: "It is a work of art of great antiquity, of curious workmanship,

finished in the finest style, and more durable than could possibly be conceived by any observer. From the reservoir or well at the bottom of the creek there is a paved way, beautifully dressed, leading to a regular curve in front of the Platform. It consists of stone, beautifully dressed on top and jointed at all the sides, about five inches in thickness, of various figures, on a bed of cement about three inches in thickness, laid on beautifully white sand. Its size is at least 120 feet square, and it is level almost without the variation of an inch. There was no perceptible change in the level of this floor, but an increased beauty, arising from the fact that it has not been exposed. I have no doubt but that every stone, at least every square, is historical, and that, if we were sufficiently versed in the modes of ancient record, we might read the acts of a nation that has long since become extinct. A few years since Mr. Layard saw in the hands of a Bedouin Arab some old pottery; he ascertained the place from whence he procured it, dug down and found the city of Nineveh, that had been lost for thousands of years, and now is removing to the capital of the British empire its ancient monuments. Who can tell what this platform may lead to?"

CHROME.—There are few other minerals—perhaps none—that will not enrich a nation sooner than either gold or silver; and they who love hard labor, privation, and adventure, would do well to make a trial near home.—We think it altogether probable that, with the same effort and self-sacrifices, the chances are as favorable around and about us, as in the far-off placers.

In a late number of the Pottsville (Pennsylvania) Miner's Journal, we find the following respecting a new production of that State:

"We are gratified to learn that the diggers of Chrome, in Delaware county, are as busy as the gold diggers in California. One firm has upwards of one hundred hands employed, and are daily shipping the mineral to Baltimore. The proprietors of farms upon which it is found, receive three dollars per ton for washed chrome—and in the rock state it is sometimes worth five dollars per ton. The mineral is found in great abundance, at various points east of the Mine Ridge, in Lancaster, Chester, and Delaware counties, and is all, or nearly all, shipped to Baltimore.

"Chrome is not found in the metallic state; its oxyde is a green ochry substance which is generally intermixed with siliceous minerals. *Chromic Iron* (which is the kind above alluded to) is sought after to obtain from it the

chromic acid, for the preparation of the beautiful *chrome-yellow* used in painting and dyeing. It is found in the Shetland Islands, in Syria, in some parts of France, and elsewhere; but it is more plentiful in the region above mentioned than any other place we have ever heard of.

"Chromate of lead is the same substance as the chrome-yellow artificially prepared.—When chrystalized, its color is of a deep-red orange, and, when powdered, orange-yellow."

It is an authentic anecdote of the late Dr. Nathaniel Bowdich, that when, at the age of twenty-one years, he sailed on an East Indian voyage, he took pains to instruct the crew of the ship in the art of navigation. Every sailor on board during that voyage, became afterwards a captain of a ship. Such are the natural consequences of associating with a man whose mind is intent upon useful knowledge, and whose actions are born of benevolence.—

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